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ABSTRACT

A survey was completed by 30 administrators in Northwest Ohio who were in charge of the administration and remediation for the Ohio Ninth Grade Proficiency Tests for their respective schools. On a scale of 0 to 5 (0 signifying not at all and 5 signifying great extent), the respondents were asked to rate 20 different intervention and remediation strategies regarding test preparation practices for the proficiency tests. The survey was divided into two identical parts: the first section addressed actual implementation of the specific strategies, and the second section addressed perceived importance to the success of the students. Group tutoring was found to be the most frequently used method of test preparation, while individual tutoring was the strategy ranked highest in importance to testing success by all of those surveyed. Strategies linked to teacher in-service were perceived as important, but this importance was not necessarily linked to actual implementation. Reward incentives for students who pass the tests were not favored by the group surveyed, although they ranked these strategies higher in importance than in actual use. Four tables present survey findings. Appendixes list the Ohio counties involved and present the survey. (Contains 14 references.) (Author/SLD)

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Intervention and Remediation Strategies for the Ohio Ninth Grade Proficiency Tests: Implementation and Perceived Success in Northwest Ohio Secondary Schools

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June 23, 1994

Running head: INTERVENTION AND REMEDIATION STRATEGIES

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Abstract

A survey was completed by thirty administrators in Northwest Ohio who were in charge of the administration and remediation for the Ohio Ninth Grade Proficiency Tests for their respective schools. On a scale of 0 to 5 (0 signifying not at all and 5 signifying great extent), the respondents were asked to rate twenty different intervention and remediation strategies regarding test preparation practices for the proficiency tests. The survey was divided into two identical parts: the first section addressed actual implementation of the specific strategies, and the second section addressed perceived importance to the success of the students. Group tutoring was found to be the most frequently used method of test preparation, while individual tutoring was the strategy ranked highest in importance to testing success by all of those surveyed. Strategies linked to teacher in-service were perceived as important, but this importance was not necessarily linked to actual implementation. Reward incentives for students who pass the tests were not favored by the group surveyed, although they ranked these strategies higher in importance than in actual use.

Intervention and Remediation Strategies for the Ohio Ninth Grade Proficiency Tests: Implementation and Perceived Success in Northwest Ohio Secondary Schools

In the 1980's, many Americans became convinced that the nation's public education system was not performing properly. Elected officials, representing their taxpaying constituency, publicly doubted that educational tax dollars were being spent wisely. *A Nation at Risk* (National Commission for Excellence in Education, 1993) was a major impetus in the search for accountability in the nation's public schools, and caused the public eye to be turned suspiciously upon the educational system. Spurred by such doubts, educational accountability became a watchword nationwide, and state after state enacted laws requiring students to take proficiency exams. These legislatively-mandated high-stakes tests were linked to high school graduation, and results were published by the local media. (Popham, 1991).

In education, it seems that many "new" concepts are old ideas re-treaded with different titles. Similarly, high-stakes performance assessment is not a fresh concept. In Biblical times, the fugitives from Ephraim who tried to cross the Jordan river were challenged by the Gilead guards in Judges 12:5-6:

> 'Are you a member of the tribe of Ephraim?' they asked. If the man replied that he was not, then they demanded: 'Say Shibboleth.' But if he could not pronounce the 'sh' and said Sibboleth instead of Shibboleth, he was dragged away and killed. As a result 42,000 people of Ephraim died there at that time. (Mehrens,1992)

Proficiency testing is not a new concept. Texas, California, Maryland, South Carolina, North Carolina, New Jersey, New York, Georgia, Hawaii, New Mexico, Florida and Tennessee have all instituted some form of proficiency testing tied to a high school diploma, with other states waiting in the wings to follow suit (Robinson & Wronkovich, 1991).

In Ohio, where competency-based testing and ability/achievement testing are

already mandated by other state laws, the addition of an exam tied to high school graduation has created quite a stir among teachers, students, parents, and the general public. In the five years since the first Ohio Ninth Grade Proficiency Tests (ONGPT) were administered, preparing students for the tests, and remediation for students who fail to pass any of the tests have become major foci of teachers and administrators across the state.

Purpose

The purpose of this study was to investigate the intervention and remediation strategies for the Ohio Ninth Grade Proficiency Tests currently in practice in Northwest Ohio schools. In addition, the perceived success of the various strategies by the schools' test administrator will be described.

Because of the nationwide, state-wide and local pressure to prove that public education is worth the taxes spent to support it, teachers and administrators have felt the urgency to raise test scores in their individual districts. No decrease in the pressures on educators to raise test scores is likely in the near future, resulting in the necessity for examining pedagogically sound and appropriate test-preparation practices (Popham, 1991).

Many educators have become concerned that the combination of the testing time required, and the applicable intervention and remediation techniques necessary, result in a formidable time investment. Robinson and Wronkovich (1991) found that 51% of the schools they surveyed estimated that up to ten hours of class time was spent preparing for the administration of the ONGPT for the first time. Forty-five percent estimated that up to twenty hours were spent preparing for the initial testing. The considerable time commitment involved necessitates the implementation of only the most efficient, effective, and appropriate test intervention and remediation strategies.

Several terms are used interchangeably in this type of student evaluation. Popham first used the term "high-stakes test" in 1987 to refer to tests which have

severe consequences for individual students, and which are used to rank schools in the media. The Ohio Ninth Grade Proficiency Tests meets both these criteria: receiving a high school diploma in the state of Ohio depends on the passage of all elements of the test, and local and state media regularly publish and rank districts according to the percentage of students passing the tests. Proficiency test (Robinson and Wronkovich, 1991) (ODE, 1993), is the preferred term used by the Ohio Department of Education, and Wood, Bennett, & Bennett (1994) are among those who refer to such examinations as minimum competency tests.

Regardless of the nomenclature, the ONGPT is now a state law, passed in July 1987. Substitute House Bill 231 provided for the establishment of a statewide high school proficiency program for Ohio high school students. Student achievement is to be verified at the ninth-grade proficiency level and at the twelfth-grade proficiency level in the areas of writing, reading, mathematics, and citizenship. In the fall of 1988, the State Board of Education developed lists of learning outcomes that form the basis for the proficiency tests. In March 1992, amended Substitute House Bill 55 passed, which included proficiency testing of elementary students, and the awarding of high school diplomas. Science will be added as a component in the 1995-96 school year (ODE 1993).

Fall proficiency testing begins on the fourth Monday in October, and any student who fails to pass one or more of the tests will retake only the failed component(s) during the first week in March. Each test is designed to be an untimed test; no student should fail a test as a result of working or reading slowly. In addition, a special testing is offered during the first ten days of May beginning in 1994 for those twelfth-grade students who have not yet passed one or more of the proficiency tests required for graduation (ODE 1993).

Several tools are provided by the state, designed to help in the test-preparation and intervention phases, including practice tests and fact sheets which provide detailed information about each test and the learner outcomes. The ODE (1993)

believes it is appropriate to establish intervention programs to assist students who fail one or more of the tests. In-school and after-school tutoring, parental involvement, and community volunteer tutoring are suggested methods of helping students pass the test. Integrating instructional activities, which specifically address the state-established learner outcomes evaluated on the proficiency tests is appropriate and recommended.

Since Ohio has now joined the ranks of the states which use high-stake tests, media coverage has increased the public's pressure and interest in such testing. Following each round of examinations, test scores are published in local papers, along with stories on the health of public education, and the school districts in its publication area are ranked. Also, much press has been devoted to the firing and hiring of administrators due to their schools' performance on proficiency testing (Shepard, 1990). This intense pressure sets the stage for vigorous and intensive intervention, test-preparation, and remediation practices, with the goal of 100% passage of the ONGPT in every district in Ohio.

This research study is designed to explore the following four questions concerning the Ohio Ninth Grade Proficiency Test:

1. What strategies are most frequently being used by secondary schools in northwest Ohio to improve test scores?
2. Which of these strategies were described as most important to the success of the students on the test?
3. How does the implementation of specific strategies relate to the perceived success of those practices?
4. Is tutoring the most widely used test preparation strategy, and do educators perceive it as a successful tool?

Method

Subjects

The participants in this study were thirty educators in northwest Ohio who

were specifically charged with the responsibility for the administration, intervention, and remediation of the Ohio Ninth Grade Proficiency Tests in his or her secondary school. The twenty-two counties in the northwest corner of the state were selected as an appropriate geographic region for research concerning northwest Ohio (see Appendix A for a complete list of the counties included in the study). In January 1994, the Ohio Department of Education released the results of the October 1993 Ohio Ninth Grade Proficiency Tests. These results were published by county name, with the school districts listed alphabetically under each Ohio county. After identifying the twenty-two target counties, the first and last school listed in the ODE publication in each of those counties were marked for participation in the study, resulting in a total of forty-four schools.

Measures

The instrument used to conduct the research was a modified version of a strategy survey originally designed by Dr. Harry S. Boguszewski for doctoral thesis research at Bowling Green State University. The survey consisted of two identical rating scales on which the participants were asked to indicate 1) the extent of use, and 2) perception of importance in the successful use of the following test score improvement tactics: tutoring, curriculum-related strategies, parent involvement, teacher in-service, reward incentives, and innovative activities. Ratings were made on a six-point scale with "0" indicating not used or not important, and "5" indicating a great extent of use or most helpful (see Appendix B).

Procedures

The strategy survey was mailed to each of the forty-four selected schools, addressed to the high school administrator. The administrator was asked to 1) complete the survey, or 2) forward it to the person in the district in charge of administration of the ONGPT. A total of thirty schools responded by completing and returning the survey. The results of the surveys were analyzed using the Statistical Package for the Social Sciences (SPSS).

Results

The statistical analysis of the thirty completed surveys are represented in Table 1 and 2, 3, and 4. The data indicated five test improvement strategies which were most frequently used by the northwest Ohio administrators who returned the surveys: group tutoring, individual tutoring, progress letters, communicating high expectations, and sharing a sense of responsibility. Responses marked 3, 4, and 5 were combined to demonstrate a "high" ranking when calculating percentages. More than 96% of the respondents described "high" use of group tutoring as a strategy to improve test scores. In looking at the mean score for group tutoring ($\underline{M}$ = 4.20, $\underline{SD}$ = .73), there is a high extent of evidence that this is the strategy most typically employed. Individual tutoring was the choice of 90% of the administrators, and this was reinforced with a mean of 3.76 ($\underline{SD}$ = 1.16). Over 86% of the respondents expressed high use of progress letters to parents. They reported a mean of 3.76 ($\underline{SD}$ = 1.47) in ranking the use of school to parent communication. Communicating high expectations to students was used often by 83.4% of the respondents, with a mean of 3.46 ($\underline{SD}$ = 1.47). Sharing a sense of responsibility ($\underline{M}$ = 3.10, $\underline{SD}$ = 1.47) was the fifth highest ranking strategy; it was employed by 80% of the respondents.

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Insert Tables 1 and 2 about here

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The second portion of the survey asked the administrator to indicate the importance of each strategy as it pertains to the success rate of their students on the ONGPT. Two strategies were indicated as far more important than the other eighteen: individual tutoring and group tutoring. With a high mean of 4.43 ($\underline{SD}$ = .67), all thirty respondents, or 100% of those sampled, ranked individual tutoring as the most important test improvement strategy. Group tutoring followed closely as 96.6% of the respondents ranked it highly. The mean score for group tutoring was 3.90 ($\underline{SD}$ = 1.09), indicating a high rate of perceived importance. Also marked as important

tactics were: sharing responsibility and high expectations. Ninety percent of the respondents ranked these strategies almost identically, with respective means of 3.86 (SD = 1.27), and 3.93 (SD = 1.28).

The comparison of actual implementation to perceived importance was an intriguing element of this study. Interestingly, the two most closely matched strategies ranked number one and two in both use and importance: group tutoring and individual tutoring. The most closely matched strategy was group tutoring, with a 95% statistical confidence level. Over 96% (r =.41, p < .05) of the respondents ranked both use and importance as high. All thirty surveys, or 100% indicated individual tutoring as important to success, compared to 90% ranking the strategy high in actual implementation (r =.17), but no statistical significance was noted.

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Insert Tables 3 and 4 about here

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In reviewing the data on the curriculum section of the survey, all four sub-sections were found to be significant at the 99% confidence level when comparing perceived importance to actual implementation of each strategy: required course (r = .50), summer school (r = .49), computer program (r = .65), and Saturday school (r = .74). In addition, progress letters to parents (r = .55) and communicating high expectations to students (r = .50) were also significant at the 99% level.

The small percentage of administrators reporting use and importance of prizes (r = .74) and status (r = .71) for students who pass the ONGPT also demonstrated a 99% significance level. Forty percent of those surveyed ranked the broad section titled "innovative activities" as very important, but only 13.3% reported actual use of any tactic in this realm (r = .65, p < .01). The least used of all strategies was a monetary award as an incentive to pass the test. Only 3.3% of the respondents noted high use of that strategy, while 16.6% ranked it as important; the correlation coefficient of .42 was significant at the 95% confidence level.

The data indicates that while group tutoring was the most regularly used strategy for test score improvement ($\underline{M} = 4.2; \underline{SD} = .96$), the strategy perceived as most important to the success of students on the Ohio Ninth Grade Proficiency Test was individual tutoring ($\underline{M} = 4.43; \underline{SD} = .67$). More than 96% of those surveyed indicated a high use of group tutoring compared to 90% who ranked individual tutoring high in actual implementation. One hundred percent of the respondents ranked individual tutoring as the most important strategy to the success of students on the ONGPT, and 96.6% indicated group tutoring as a critical method in pupil success.

Discussion

As expected, group tutoring was acknowledged as the most frequently used test score improvement strategy, followed closely by individual tutoring sessions. With the limited financial resources and time constraints under which school districts operate, group tutoring is a likely test improvement strategy. Many students can be served at one time, and only one teacher needs to be paid to carry out the tutoring for the group. Robinson and Wronkovich (1993) suggest that the most successful intervention comes in the form of small group or individual remediation. Due to busy schedules and limited funding, how this remediation takes place requires innovative thinking. As long as supervision by school personnel is provided in each test area, tutors of any kind in remediation before testing has a great impact on students.

As a final preparation for the test, Robinson and Wronkovich (1993) recommend a large group practice session, using practice tests. Several tools are provided by the State of Ohio, including practice tests and fact sheets which provide detailed information and the learner outcomes of each test. (Ohio Department of Education 1993). The State Department of Education states that it is appropriate to establish intervention programs to assist students in taking the Ohio Ninth Grade Proficiency Tests. In-school and after-school tutoring, as well as parent and community volunteer tutoring are suggested methods of helping students succeed.

In a 1994 study, Wood, Bennett and Bennett found that special tutoring and special classes were commonly employed strategies to remediate students who had previously failed minimum competency tests.

Remediation would become a less important issue if early intervention strategies could prevent initial student failure. Pre-test intervention serves to reduce the necessity of post-test intervention, helps avoid student failure, and helps prevent lowered self-esteem in students. Wronkovich, Newman, & Robinson demonstrated in a 1993 study that there is a significant relationship between a student's scores on the Stanford Achievement Test, the Otis-Lennon Ability Test, and the Ohio Ninth Grade Proficiency Tests in the areas of math and citizenship. Using such predictors of success, schools can identify at-risk students and initiate intervention of a more individual nature at an earlier age to avoid first time failure on the proficiency exams.

Peer tutoring appears to be an overlooked method of intervention among those surveyed for this research. While 46.6% reported the strategy as very important, only 23.3% actually employ peer tutoring to help their students pass the ONGPT. In 1991, Swengel conducted a meta-analysis of sixty-five comparative studies of peer tutoring, and concluded that students who participate in tutorial programs show greater cognitive growth and attitudinal gains than students who are not involved in tutoring programs. This study also demonstrated that both tutors, and their tutees performed better after mutual instruction, or peer tutoring.

One of the goals of a state-wide testing program is to ensure that "essential skills" are being taught. Test-curriculum realignment is a reciprocal process; the test is chosen, and the curriculum is adjusted in response to the test (Shepard 1990). Integrating instructional activities into the K-12 curriculum which specifically address the state-established learner outcomes evaluated on the proficiency tests is appropriate and recommended (Ohio Department of Education 1993). According to Wood, Bennett, & Bennett, over a third of schools continue to resist curricular

alignment. However, if test scores are to improve, and districts are to raise their percentage of students who pass, this reticence will be short-lived. The Citizenship portion of the ONGPT is a good illustration of this point. After the initial test results were published, and it was evident that many students did poorly on the Citizenship portion of the test, schools were forced to shift some of the later-grade social studies content down to earlier grades in order to reduce ninth grade failure rates (Wood, Bennett & Bennett 1994).

Summer school or Saturday classes have also been used by a variety of school districts to expand their curriculum. A major difficulty here is convincing students and parents to spend the extra time outside the normal school day for intervention. Also, many districts are using technology to individualize test score improvement. Computer programs, such as the one created by the Wayne County (Ohio) Schools Career Center allows intervention teachers to track progress and monitor students' progress as they work individually on a computer program designed specifically to improve knowledge in a deficient area (Robinson & Wronkovich 1993).

Involving parents through progress letters, meetings, and parent encouragement on assignments were all ranked as highly important by more than two-thirds of the respondents in the survey. A successful education is often seen as a student-teacher-parent triangle. Ensuring parental involvement is the responsibility of the school, providing parents with comprehensible information about their child's achievement in order to strengthen the connections between each side of the triangle. If parents do not understand the content, scoring procedures, and how the results are used, they are prohibited from helping their children learn, and may become disenfranchised from the educational process (Barber 1992).

In response to the varied test preparation practices employed by school districts in response to high-stakes evaluation of students, the appropriateness of these strategies has begun to be called into question. Popham (1991) suggests that

two evaluative standards be employed by educators to ascertain which specific intervention tactics are appropriate:

1) Professional Ethics: The intervention strategy should not violate the ethical standards of the education profession.

2) Educational Defensibility: The intervention strategy should not increase students' test scores without also increasing student mastery of the content domain tested.

Popham disagrees with the commonly used practice of same-format and previous-form preparation, believing that it fails the second of the above tests. However Kilian (1992) judges those strategies to be appropriate if the test-makers and test-mandaters provide tests that contain varied formats, and that each new test is constructed with the knowledge that teachers and students have access to the previous tests. Indeed, the Ohio Department of Education publishes practice tests using previous-form and same-format designs for the sole purpose of test-preparation. In response, Popham (1992) argues that the state and the test publishers do not assume the responsibility for the nature of test preparation; the responsibility lies with the educators for debatable intervention practices.

One of the limiting factors of this study was the lack of definition of terms on the survey. Administrators were asked to rate the strategies, but several of them were so abbreviated that the actual connotations of the strategies were difficult to ascertain. Specifically, the ones which could be most easily confusing were: meetings, newspaper articles, sharing a sense of responsibility, and communicating high expectations. In addition, the broad section titled Innovative Activities was not explained, nor were any details given.

Additional studies in the area of intervention and remediation for the ONGPT might center on the inclusion of parents in the test preparation process, and exploring the role of teachers in motivating and communicating to students. The data suggests that these two areas could be important as educators search for the most

effective test improvement strategies.

Since the advent of proficiency testing in the State of Ohio, schools have scrambled to find better ways to prepare students before the test, and effective ways to intervene with those students who subsequently fail portions of the exam (Robinson & Wronkovich 1993). These methods, and the effect on testing success, have become an everyday part of school life in school districts in Ohio. All the concentration and efforts will be to no avail, however, if student knowledge and understanding is not a by-product of the testing. Opponents of proficiency testing like Catterall (1991) suggest that for those students who are already successful, the test may be considered a joke, and for academic strugglers, it is perhaps just another painful chore.

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Table 1

Rated Use and Importance of 20 Test Improvement Strategies

Strategy	Strategy Used Mean	Strategy Used Standard Deviation	Perceived Importance Mean	Perceived Importance Standard Deviation
A. Tutoring	2.73	0.73	3.36	0.91
1. Group	4.20	0.96	3.90	1.09
2. Individual	3.76	1.16	4.43	0.67
3. Peer	1.53	1.23	2.70	1.51
4. Volunteer	1.10	1.31	2.41	1.72
B. Curriculum	1.36	1.13	2.41	1.17
1. Required course	1.50	2.01	2.90	1.95
2. Summer School	1.03	1.47	2.06	1.51
3. Computer program	2.06	2.06	3.03	1.74
4. Saturday School	0.96	1.67	1.66	1.68
C. Parent Involvement	2.59	0.93	3.00	1.00
1. Progress letters	3.76	1.65	3.51	1.32
2. Meetings	2.26	1.31	2.86	1.35
3. Newspaper articles	2.13	1.38	2.46	1.47
4. Parent encouragement	2.20	1.56	3.20	1.39
D. Teacher In-Service	2.87	1.29	3.72	1.14
1. Methods of motivation	2.06	1.50	3.36	1.65
2. Sharing responsibility	3.10	1.49	3.86	1.27
3. High expectations	3.46	1.47	3.93	1.28
E. Reward Incentives	0.49	0.87	0.96	1.32
1. Monetary award	0.23	0.67	0.73	1.14
2. Time off	0.30	1.05	1.06	1.59
3. Prizes	0.66	1.37	0.90	1.42
4. Status	0.64	1.33	1.03	1.79
F. Innovative Activities	0.83	1.65	1.92	1.99

Note: Ratings above were from a six-point scale with "0" indicating not used or not important, and "5" indicating great extent or most helpful.

Table 2

Percentage of Those Surveyed Ranking Strategies as "High"

	% of Respondents Ranking Use "High"	% of Respondents Ranking Importance "High"
Group Tutor	96.7	96.6
Individual Tutor	90.0	100.0
Peer Tutor	23.3	66.7
Volunteer Tutor	23.3	46.6
Required course	36.6	66.6
Summer school	23.3	53.3
Computer program	43.4	70.1
Saturday School	20.1	23.3
Letters to parents	86.6	76.7
Parent Meetings	59.9	66.7
Newspaper articles	46.7	50.0
Parent encouragement	56.7	66.6
Methods of motivation	53.4	76.6
Sharing responsibility	80.0	90.0
High expectations	83.4	90.0
Monetary reward	3.3	16.6
Time off	6.6	26.7
Prizes	13.3	16.6
Status	16.7	23.4
Innovative Activities	13.3	40.0

Note: Ratings of 3, 4, and 5 were combined for the "High" rating.

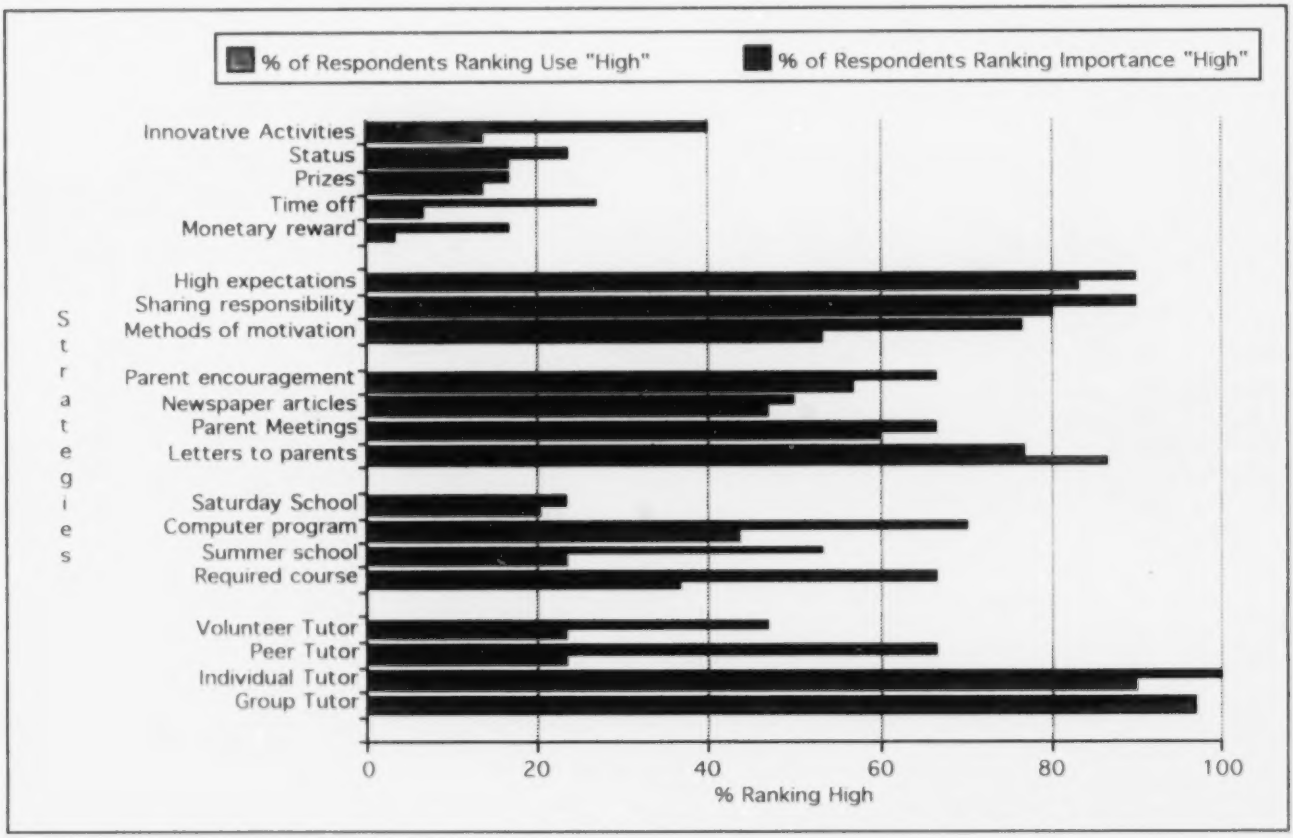
Table 3

Actual Use and Perceived Importance of 20 Test Improvement Strategies

	r	p
Group Tutor	0.41	<.05
Individual Tutor	0.17	
Peer Tutor	0.33	
Volunteer Tutor	0.27	
Required course	0.5	< .01
Summer school	0.49	< .01
Computer program	0.65	< .01
Saturday School	0.74	< .01
Letters to parents	0.55	< .01
Parent Meetings	0.03	
Newspaper articles	0.67	<.01
Parent encouragement	0.35	
Methods of motivation	0.43	<.05
Sharing responsibility	0.33	
High expectations	0.5	<.05
Monetary reward	0.42	<.05
Time off	0.35	
Prizes	0.74	<.01
Status	0.71	<.01
Innovative Activities	0.65	<.01

Table 4

Comparisons of Actual Use and Perceived Importance of 20 Test Improvement Strategies



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Appendix A

Northwest Ohio Counties Included in Research Study

Williams	Fulton
Lucas	Ottawa
Defiance	Henry
Wood	Sandusky
Paulding	Putnam
Hancock	Seneca
Van Wert	Wyandot
Crawford	Mercer
Allen	Auglaize
Hardin	Marion
Shelby	Logan

Appendix B

OHIO NINTH-GRADE PROFICIENCY TESTS STRATEGY SURVEY

Your School: _____

Your Position: ____ Administrator ____ Guidance Counselor ____ Teacher

Subject Taught ____ Math ____ Social Studies ____ English/Reading ____ Reading ____ English

Indicate to what extent you perceive each strategy listed below was used in your building as it pertains to the students who took the Ohio Ninth-Grade Proficiency Tests. (0 signifies not at all and 5 signifies great extent. NU signifies not used at all.)

		Not At All				A Great Extent		
A.	TUTORING:							
	Group	0	1	2	3	4	5	NU
	Individual	0	1	2	3	4	5	NU
	Peer	0	1	2	3	4	5	NU
	Volunteer	0	1	2	3	4	5	NU
B.	CURRICULUM:							
	Required course for those who failed a test	0	1	2	3	4	5	NU
	Attending summer school	0	1	2	3	4	5	NU
	A computer program	0	1	2	3	4	5	NU
	Saturday school	0	1	2	3	4	5	NU
C.	PARENTS:							
	Progress letters	0	1	2	3	4	5	NU
	Meetings	0	1	2	3	4	5	NU
	Newspaper articles	0	1	2	3	4	5	NU
	Parent encouragement on assignments	0	1	2	3	4	5	NU
D.	TEACHER IN-SERVICE:							
	Methods of motivating students	0	1	2	3	4	5	NU
	Sharing a sense of responsibility	0	1	2	3	4	5	NU
	Communicating high expectations	0	1	2	3	4	5	NU
E.	REWARD INCENTIVES:							
	Monetary reward	0	1	2	3	4	5	NU
	Time off	0	1	2	3	4	5	NU
	Prizes	0	1	2	3	4	5	NU
	Status	0	1	2	3	4	5	NU
F.	INNOVATIVE ACTIVITIES*	0	1	2	3	4	5	NU

(This would include pep rallies to increase positive student attitude, teachers rewarding students, etc.)
*If innovative methods are used, please describe on the back of this page the innovative methods used in your school.

Indicate how you perceive the importance of each strategy listed below as it pertains to the success rate of the students on the Ohio Ninth-Grade Proficiency Tests. (0 signifies the least helpful and 5 signifies the most helpful. NU signifies not used.)

		Least Helpful				Most Helpful		
A.	TUTORING:							
1.	Group	0	1	2	3	4	5	NU
2.	Individual	0	1	2	3	4	5	NU
3.	Peer	0	1	2	3	4	5	NU
4.	Volunteer	0	1	2	3	4	5	NU
B.	CURRICULUM:							
1.	Required course for those who failed a test	0	1	2	3	4	5	NU
2.	Attending summer school	0	1	2	3	4	5	NU
3.	A computer program	0	1	2	3	4	5	NU
4.	Saturday school	0	1	2	3	4	5	NU
C.	PARENTS:							
1.	Progress letters	0	1	2	3	4	5	NU
2.	Meetings	0	1	2	3	4	5	NU
3.	Newspaper articles	0	1	2	3	4	5	NU
4.	Parent encouragement on assignments	0	1	2	3	4	5	NU
D.	TEACHER IN-SERVICE:							
1.	Methods of motivating students	0	1	2	3	4	5	NU
2.	Sharing a sense of responsibility	0	1	2	3	4	5	NU
3.	Communicating high expectations	0	1	2	3	4	5	NU
E.	REWARD INCENTIVES:							
1.	Monetary reward	0	1	2	3	4	5	NU
2.	Time off	0	1	2	3	4	5	NU
3.	Prizes	0	1	2	3	4	5	NU
4.	Status	0	1	2	3	4	5	NU
F.	INNOVATIVE ACTIVITIES*	0	1	2	3	4	5	NU

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